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THE DEVELOPMENT AND TESTING OF A TYPOLOGY OF UNIVERSITY RESIDENTIAL ADULT EDUCATION PROGRAMS.

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THIS IS A RESEARCH PROPOSAL TO DEVELOP AND TEST A TYPOLOGY FOR CLASSIFYING EDUCATIONAL PROGRAMS CONDUCTED BY UNIVERSITY RESIDENTIAL ADULT CENTERS. THIS TYPOLOGY WILL BE INDUCTIVELY DEVELOPED, BASED ON EDUCATIONAL DISTINCTIONS LOGICALLY FORMULATED, DESCRIPTIVE, AND SET AT A LEVEL OF GENERALITY WHERE LOSS BY FRAGMENTATION WILL NOT BE TOO GREAT. IN A PILOT STUDY 16 RESIDENTIAL PROGRAMS CONDUCTED BY THE UNIVERSITY OF CHICAGO CENTER FOR CONTINUING EDUCATION WERE INDUCTIVELY ANALYZED, AND PROGRAM ELEMENTS IDENTIFIED. ORGANIZING PRINCIPLES WERE ABSTRACTED FROM THE ELEMENTS. ABOUT 265 OTHER CHICAGO CENTER PROGRAMS WILL BE CLASSIFIED TO REFINE AND COMPLETE THE TYPOLOGY WHICH WILL THEN BE FIELD-TESTED FOR COMMUNICABILITY, COMPREHENSIVENESS, USEFULNESS, ACCEPTANCE, AND CONSISTENCY. ABOUT 25 PROGRAM DIRECTORS AND COORDINATORS FROM SIX OTHER UNIVERSITY RESIDENTIAL CENTERS WILL USE THE TYPOLOGY TO CLASSIFY 375 PROGRAMS. DIRECTORS, COORDINATORS AND PROFESSORS OF ADULT EDUCATION WILL BE INTERVIEWED TO DETERMINE THE EXTENT TO WHICH THE CRITERIA ARE MET. THE PROPOSAL INCLUDES 25 REFERENCES. (LY)

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I. Development and Testing of a Typology of University Residential Adult Education Programs

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The purposes of this study are: (1) to develop a typology to classify the variety of educational programs conducted in university residential adult education centers; and (2) to test that typology. The initial universe of data is all activities taking place in such centers and from this universe will be selected residential adult education programs, which are defined as "an organized educative activity engaged in by a group of adults, involving temporary residence at the study site as a planned part of the activity."[1]

The typology will be developed inductively. The result of the study, the typology of residential adult education programs, will consist of a limited number of program types. Each program type will be a representative specimen or model of one kind of residential program. The program types will be ordered and arranged in relation to each other on the basis of an organizing principle or a set of organizing principles.[2] The typology will have four characteristics; it will be (1) based on educational distinctions, (2) logically developed, (3) descriptive, and (4) set at a level of generality where loss by fragmentation is not too great.[3]

The process of the investigation is as follows: First, in a pilot study, sixteen residential programs which took place at the University of Chicago Center for Continuing Education were inductively analyzed, and three program elements were identified. Organizing principles were abstracted from the elements.

Second, approximately 265 other programs from the Chicago Center will be classified in order to refine the elements and principles, which will be combined to establish the program types. The typology will be substantially complete as a result of this step.

Third, a field test will be conducted to determine the extent to which the typology satisfies five criteria: communicability, comprehensiveness, usefulness, acceptance, and consistency.[4] About twenty-five program directors and program coordinators from six other university residential centers will use the typology to classify approximately 375 of their own programs. The directors, coordinators, and approximately four professors of adult education, will be interviewed to determine further the extent to which the criteria are met.

For the first time, residential adult education programs will be described, defined, and related systematically to each other in ways which will permit rigorous empirical investigations. This study will suggest hypotheses and questions for such research; it will relate the concerns, theories, and research of the larger field of education to residential adult education, and it will provide the practicing residential adult educator with a better understanding of the nature and type of programs which he conducts.

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[1]Harold J. Alford, "A History of Residential Adult Education" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, in process), p. 14.

[2]David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives. Handbook II: Affective Domain (New York: David McKay Co., 1964), p. 11.

[3]Benjamin S. Bloom et al., Taxonomy of Educational Objectives. Handbook I: Cognitive Domain (New York: Longmans, Green and Co., 1956), pp. 13-15.

[4]Ibid., pp. 17, 20-24.

V. Background:

The idea that busy adults should pause from time to time to refresh their minds through short-term intensive study and reflection (14), in a setting removed from the distractions of normal daily life, is the basic tenet of residential adult education. In some respects, residential adult education is an old idea--going back to the Danish Folk high schools of the mid-nineteenth century inspired by Bishop N. S. F. Grundtvig. In other respects, exemplified by attractive, present day continuing education centers specially built for the short-term education of adults, it is a relatively new idea: the first full-scale, on-campus university residential center was built in 1936 at the University of Minnesota.

During the last twenty years, there has been extensive and rapid growth in the number of university residential adult education centers in the United States. Universities now operate fifty-six centers, and eighty per cent of the centers have begun operation since 1946. Nearly forty-three per cent of these centers have initiated operations since January 1960.(18)

There has been comparable growth in the number of conference programs offered by colleges and universities. The Joint Data Report of the Association of University Evening Colleges (AUEC) and the National University Extension Association (NUEA) for the 1962-63 academic year shows that institutions belonging to these organizations conducted 8,895 conferences, enrolling 1,025,325 participants. The number of participants increased approximately twenty-five per cent each year between 1960 and 1963. Conference programs, increasing at the rate of approximately sixteen per cent each year, are the fastest growing form of

university adult education.(4) Yet, there are few concrete data or established principles to guide the development and growth of residential centers and programs.

Presently the field of adult education suffers from the fact that language and terminology are not used consistently among adult educators. For example, among people concerned with residential adult education, common terms such as "conference," "workshop," "seminar," "symposium," and "meeting" are applied to programs, often not on any rational or consistent basis, but because they "sound good" or because one term has more prestige than another. Programs which appear to be basically similar to one another may bear quite different labels: one year a program may be called a workshop, the next year a conference. The confusion which results leads to difficulties in interaction and communication among both professional and lay adult educators and participants.

To counteract the difficulties inherent in collecting reliable and valid data under such conditions, NUEA-AUEC Joint Committees have cooperated with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to define terms for higher adult education, some of which are intended to apply to residential programs.(3) The terms "conference," "workshop," and "institute," however, are defined by the same statement with no differentiation among them. Other writers (e.g., Verner (25), Bergevin, Morris, and Smith(6), and Aker (1)) maintain that each term is distinctively different one from another.

DeCrow and his associates at the Library of Continuing Education at Syracuse University, with support from the U.S. Office of Education, are developing a computer-based information storage and retreival system to make available to adult educators abstracts and summaries of the field's widely scattered, published and unpublished literature. Toward this end they will develop a thesaurus of concepts by using single key words or short phrases, combine the concepts into an overall classification scheme (organized from very broad down to very specific

levels),and then classify the literature of adult education and related fields.(10) The key words and concepts they are in the process of identifying may provide some terminology for the present study.

A large number of articles, pamphlets, and books, such as those by Bergevin, Morris, and Smith (6), and Morgan, Holmes, and Bundy (21), have been written describing and defining programs and procedures (i.e., methods, techniques, and aids) and how they are best used in a variety of adult education situations, including the residential setting. Bergevin, Morris, and Smith present a schematic interpretation of communication patterns, indicating the roles of leaders and participants, which suggests an element to be considered in this investigation. Both Miller (20) and Morgan, Holmes, and Bundy elaborate these points through written descriptions.

Schwertman noted in 1958 that "the main obstacle to better adult education is the lack, almost complete lack, of an appropriate way of looking at adult education." (22:26) Building directly upon Schwertman's analysis, Verner drew upon established classification theory, reviewed many of the earlier attempts to classify aspects of adult education, and then developed a scheme for classifying adult education processes applicable in all adult education institutions.(25) He divided methods into three classes: "individual," "group" (small and large), and "community," based on the patterns of stratification within society. While his group methods could take place within a residential center, the scheme does not account for a number of programs which are taking place in residential centers. His scheme does not include any explicitly stated principles for ordering methods within the three major classes, but it does provide a basis for ordering techniques according to the involvement of the participant.

To overcome the lack of a framework, both Sheffield (23) and the Program Research Project of Residential Adult Education Centers (9) have developed conference classification schemes

use in specific situations. The Sheffield scheme was based on the primary objectives of programs as stated by the planners. He classified conferences as being either liberal, occupational, functional, or recreational in nature.(23:8, 35-6) Members of the Program Research Project described several types of residential center activities based on the administrative structure of the centers and the programs, and the extent of involvement of conference personnel in conducting the program. The categories were as follows: meals, meetings, conferences, course-spaced sessions, one of a series of conferences, and social functions.(9:17) Neither scheme has a theoretical or systematic basis for organizing or ordering conferences. Sheffield's use of objectives suggests an important element which must be considered in the present investigation and the activity types developed by the Program Research Project suggest that administrative structure and the personnel involved must also be considered.

Aker, after an extensive survey of the literature, concluded that there are "an abundance of articles which purport to explain when and how to make the best use of the various methods and techniques about which so little is known!"(1:4) Thus, he emphasized the fact that we do not really know the nature of the more than 8,800 conference programs conducted annually by universities. The participants, the residential centers, and the universities are all in the peculiar position of not being able to describe or define the activity the participants attended.

VI. Problem:

The central concern of the present study was identified nearly ten years ago when Houle pointed out that "nobody has developed any useful system for categorizing basic conference types. If possible, one should be found."(13:21) Even by 1965 Aker could find no theoretical frameworks within which the study or discussion of residential programs could take place. And consequently there is no adequate framework which can be used to chart future

courses of action--of either a practical or theoretical nature. In particular, the new residential centers being established need the guidance of tested principles, concrete data, and a clear concept of the nature of the residential program.

This study is directed at the description, definition, and classification of residential programs which are being conducted by universities; it is not directed at re-defining terminology presently in use. The purposes of the study are twofold: (1) to develop a typology of residential adult education programs; and (2) to field test that typology. The process by which the typology will be developed will be inductive, and testing will be accomplished according to standard criteria established for classification schemes. The result of the study will be a scheme composed of a series of program types (based on program elements and organizing principles); each type will be ordered and arranged in relation to the others.

A variety of group activities take place in university residential adult education centers, ranging from meals or social affairs one or two hours in length, to organized instructional programs lasting several weeks. The initial universe of data for this study will be all activities which take place in the residential centers. The data or "stuff" to be classified, which will be selected from this universe, are residential adult education programs, which are defined as "an educative activity engaged in by a group of adults, involving temporary residence at the study site as a planned part of the activity."(2:14) Educative activities consist of a series of learning situations designed to achieve certain specific learning objectives for an individual or a group. Activities of any duration in which individual and/or group learning is incidental or non-intentional (i.e., activities not having objectives specifying desired changes in behavior) are therefore excluded from consideration. In particular, this definition excludes banquets, luncheons, meetings in which organizational business only is transacted, and social affairs. (Such activities are usually less than four hours in length.) Within the activities selected for classification, this study is concerned with the situations (i.e., the structure and format) within which learning takes place.

There are some indications as to what specifically serves to distinguish one program from another. For example, Sheffield used objectives, Bergevin, Morris, and Smith communication patterns and roles, and Verner involvement of participants. None of these concepts, however,

seem to encompass fully the complex phenomenon that is a residential educational program.

Can a typology of residential adult education programs be developed? Many adult educators seem to think that each residential program (i.e., each conference, seminar, or workshop) is unique. On the other hand, there are programs which seem to be very similar to other programs, and very unlike still others. There appear to be characteristics (or elements) which are common to many programs, but it has not been at all clear what elements distinguish one kind of program from another kind. The problem, then, is to identify, describe, and define clearly such elements, trying at the same time to be aware of the many different possible elements as suggested in the largely descriptive literature reviewed previously. In addition, the elements must be related to each other in a systematic way which will help to increase our understanding of residential programs. The ultimate goal of the study is to relate whole programs to each other in a similar systematic manner.

The success of investigators in other areas in developing typologies, and the results of a pilot study conducted by this investigator, indicate that it is possible to develop a typology of residential programs. The first result of this investigation, therefore, will be a typology which is an educational-logical-descriptive classification scheme set at a level of generality where program types are ordered hierarchically by one or more organizing principles.

To what extent does the typology satisfy certain empirical criteria which should be met by a classification scheme of the nature described above? Other people should be able to use the typology with reliable results. It should suggest new relationships, questions, and hypotheses about programs which can be tested. The typology should be sufficiently comprehensive that nearly all residential programs can be assigned to classes of the typology. And the typology should be consistent with existing research results. Thus, the problem here is to test the typology by determining the extent to which the criteria are met.

VII. Theoretical Framework for the Study:

In classification theory, a type is a phenomenon or object that exhibits the characteristic qualities of a kind, group, or class of those objects or phenomena; it serves as a representative or model specimen. A program type, then, is a description of a residential program which serves as a model specimen; it is based on program elements[1] and their organizing principles.[2]

A typology is defined as a classification scheme ordered and arranged on the basis of an organizing principle or on the basis of a set of organizing principles.(16:11) The typology of residential adult education programs, therefore, will consist of several program types, each ordered and arranged in relation to the others on the basis of an organizing principle or a set of organizing principles, and each serving as a representative specimen for one or another kind of residential program. Lazarsfeld and Barton describe this arrangement as a "set of classes rankable along one dimension."(17:175)

Since there are a large variety of possible program elements and organizing principles, the determination of these might be arbitrary. To avoid this possibility, four guiding principles were adapted from Bloom et al.(7) to guide the investigator in the selection of program elements and organizing principles, and the establishment of the program types. To insure that in its final form the typology will be easily understood and used, it will be checked against the guiding principles at each step in the developmental procedure. The guiding principles, which will also be characteristics of the typology, are as follows:

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[1]A program element is defined as a component or constituent part of a whole residential program.

[2]An organizing principle is defined as a concept or rule which furnishes the basis for expanding (logically extending) and systematizing program elements and program types.

(1) Major distinctions between categories will be educational and will reflect the distinctions program administrators make; (7:13), (25:11,20)

(2) The typology will be logically developed and internally consistent; each term will be defined and used in a consistent way throughout the typology, and each category will permit logical subdivisions; (7:14), (17:157,158), (25:11,20)

(3) The typology will be a purely descriptive scheme in which every part of the typology will be represented in a neutral fashion; that is, the typology will not indicate the value or quality of one of its parts as compared with another; (7:14), (25:20)

(4) The typology will be set at a level of generality where loss by fragmentation will not be too great. The object here is to avoid developing a scheme composed of bits and pieces very different from the whole programs with which one begins. (7:6), (25:20)

The basic steps in the development of the typology are as follows:

(1) Inductive Analysis.--The general framework selected for developing the typology has been described by Lorenz as "the classical three steps of inductive science: collecting the basis for induction, classifying it systematically, and abstracting lawfulness." This process was selected principally because earlier efforts, which had been based on other methods, did not seem to encompass fully the complex phenomena being studied. Lorenz goes on to say that this process is closely analogous to "the mechanism of gestalt perception"(19:38), and both he and Katz (15:73) regard such a "wholistic" point of view as necessary for undertaking the first intuitive sorting of complex phenomena. It is also necessary that the analyst have an intimate knowledge of the data and the guidance of appropriate theory.(17:161-62)

(2) Elemental Analysis.--"The first advance beyond impressionistic judgment . . . is the specification of the indicators upon which the classifier's decision is . . . based."(17:166) Intensive analysis of the phenomena, attempting to bring to it a gestalt-like perception, is required to identify tentatively these indicators, called program elements in this study, and to abstract from the elements their appropriate organizing principles. The purpose of this

process of analyzing the initial judgment is to reduce a very complex phenomena to such clear and unambiguous simplicity that many individuals can use the scheme with equal ease and consistency. Of course, the more finely the data are segmented, the more difficult it is to re-assemble the elements to approach the level of generality desired, and therefore the classifier seeks elements in a range mid-way between the too general and the too specific.

Once the elements and principles are tentatively identified and described, the relevant literature is reviewed to discover ways of expanding each concept more fully and to discover better terminology. This process, called "substruction" by Lazarsfeld and Barton (17:165-6), is directed at discovering a way (i.e., a theory, a logical structure, etc.) of explaining systematically what has been found by the inductive method. It assumes that what was found implicitly can probably be explained by existing frameworks which may not have been obviously related to initial understanding or statement of the problem, and it involves switching back and forth between theory and the data "until both concrete applicability and generality are obtained."(17:156)

During the process of substruction (in the pilot phase of the present investigation) it was determined that John Dewey's conception of the learning situation as having both longitudinal and lateral-dimensions (11:42) provided a general explanation for the elements which had emerged from the inductive analysis. The relevance of his theory is particularly apparent when he states that "the immediate and direct concern of an educator is then with the situations in which interaction takes place."(11:43) This study is directly concerned with these "learning situations," in which "interaction is going on between an individual and objects and other persons."(11:41) Thus the learner, the teacher, the objectives, and the organization of learning experiences over time, are major factors of the learning situation.

The Dewey theory, and its more concrete and specific application in Tyler's curriculum

development rationale (24), therefore provide the framework and define the parameters within which the program elements and organizing principles can be related to each other and organized to form the typology of residential programs. The Dewey and Tyler theories have the further distinct advantage of relating the inductively developed typology to the concerns, theory, and research of the larger educational enterprise.

(3) Synthesis.--When the elements (and their principles) are fairly well defined and have been applied by classifying individual programs, the elements and their principles are "reduced" (17:172) or re-combined to form the program types. The program types are then ordered and arranged according to an organizing principle and constitute the typology of residential adult education programs.

(4) Testing.--The typology will be tested by determining the extent to which it meets five criteria suggested by Bloom et al.(7) The first four criteria are sufficient to validate a classification scheme. We hope that the typology goes beyond that, however, and therefore the fifth criterion has been included to determine if the scheme is a taxonomy.

The criteria are as follows:

(1) Communicability is the extent to which a group of competent workers can, after relatively little experience with the classification procedures, agree on the approximate placement of the phenomena to be classified; (7:20), (17:157, 163-5)

(2) Comprehensiveness is the extent to which all residential programs can be classified within the typology; (7:21), (17:157), (25:20)

(3) Usefulness is the extent to which the scheme stimulates thought about educational problems; (7:21-24)

(4) Acceptance is the extent to which the scheme is accepted and used by workers in the field; (7:24) and

(5) Consistency is the extent to which the typology is in accordance with the theoretical views in research findings on residential programs. (7:17)

VIII. The Pilot Study:

The purposes of the pilot study were: (1) to test the applicability and practicality of the procedure proposed for developing the typology; and (2) to identify the program elements and organizing principles of the typology.

A. Procedure.--The procedure described in the previous section was used to analyze sixteen residential programs. As a result of this analysis five program elements were tentatively identified and described.

The five elements were: (1) interaction (the flow of communication) is similar to the communication patterns of Bergevin, Morris, and Smith(6) and Ginther's didactic-dialectical continuum.(12) (2) Audience (their role in the program) is similar to Verner's active-passive continuum of participant involvement.(25) (3) Program purposes or objectives (ways in which planners intended to change an individual or a group) was suggested by Sheffield's study.(23) (4) Time (proportion of time allotted to various learning situations) was emphasized by Tyler (24) as an essential element of educational programs. (5)Structure of the program (ways in which interaction patterns are grouped in programs) is expressed indirectly in the writings of Ginther (12) and Verner.(25) (The idea of structure was used later in relation to the ordering of the program types.)

B. The Program Elements.--The above five tentative elements were refined and in some cases combined, and resulted in the three program elements described below:

(1) Objectives.--Although this element was suggested by Sheffield, the taxonomies of educational objectives developed by Bloom et al. (7) and Krathwohl, Bloom and Masia (16) were more comprehensive and therefore they were adapted for use in this typology. This element is divided into lower, middle, and higher levels of objectives, and includes both cognitive and affective objectives at each level. Objectives are classified also according to whether they are intended to change the behavior of individuals, or change the behavior of a group.

The cognitive domain is ordered by the organizing principle of complexity, and the affective domain by internalization. See Appendix A for specific statements of the objectives.

(2) Interaction.--This complex element is based on the flow of direct communication among all participants--between teachers and students, among teachers, among students, and between the student and his materials. It is a bi-polar element: at one end of the continuum is a didactic, lecture-type situation (12) in which teachers have full responsibility for carrying on the learning situation and students listen passively.(25:22) Near the other, dialectical, pole of the continuum, communication flows among all present (much as in a discussion group) (12), responsibility for the activity rests fully on all present, and each person has opportunity for "extensive participation."(25:22) The dialectical extreme is the student in full communication with his teacher or materials, where responsibility for carrying out a project rests fully with the student.

Three closely related and consistent organizing principles are the bases for ordering this element: (1) the flow of communication, ranging from "one-way" to "face-to-face" communication (5:326); (2) a "passive-active" continuum describing the student's involvement in the activity (25:21-3); and (3) a continuum of responsibility for initiating and carrying on the learning activity. See Appendix B for descriptions of the interaction patterns.

(3) Proportion of Time.--Time seemed to distinguish among several groups of programs in the initial inductive sorting. The importance of time was confirmed by Tyler, who implies throughout his book that length of time has direct relevance to how much can be accomplished.(24) Several different ways of using time were tried out (e.g., length of individual sessions, length of whole program in days, various proportions of time, etc.), and the most fruitful results were obtained by using the proportion of time in the whole program that was devoted to different kinds of interaction patterns. The organizing principle of this element

is proportionality, or the per cent of time, ranging from 0 percent to 100 percent.

The three program elements--objectives, interaction, and proportion of time--form the basis for describing each residential program preparatory to assigning it to the program type it most closely resembles. All program types have not been established because the pilot study involved only sixteen programs, and it is not clear yet which are major types and which are sub-types or "accidents."(8:19)

The typology of residential adult education programs will consist of the program types ordered on the general basis of complexity; the two extremes of the continuum are described as follows:

> TYPE A. The simplest type of program is one which involves only one form of didactic interaction (e.g., wholly devoted to lectures), and the lowest order objective (recall or awareness of information), thereby requiring no overt participation by the student, with full responsibility on the teacher for conducting the activity.
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> TYPE Z. The other end of the continuum is a program complex in every respect, involving several forms (three or more) of dialectical interaction (e.g., group discussion, independent study and buzz groups), and the highest level objectives (i.e., analysis, synthesis, or evaluation of phenomena), thereby requiring extensive, sustained, and full participation by the student, and a minimum of direction by the teacher.

These two program types, the program elements, and the organizing principles, all parts of the typology of residential adult education programs, are characterized by being (1) based on educational distinctions, (2) logically developed, (3) descriptive, and (4) set at a level of generality where loss by fragmentation will not be too great.

IX. Design of the Study:

A. Development of the Typology.--The focus in this stage will be on refining the program elements and organizing principles, and defining and ordering the remaining program types to form the typology.

Sources of Data for Refinement.--A total of approximately 265 residential programs which took place in The University of Chicago Center for Continuing Education between January 15, 1963 (the opening date of the Center) and December 31, 1964, will provide data for refinement of the typology. Sixteen additional programs from the same center were used in the pilot study. The data consist of (1) file records on each program (primarily printed program schedules, but occasionally includes summaries of programs, published reports or proceedings, planning booklets, and other written documents as needed); (2) the investigator's understanding and perception of programs as developed through research and study; and (3) the investigator's experience in planning and conducting many of these programs in the Chicago Center.

The Chicago Center was selected as an appropriate source for the pilot study and refinement data for four reasons: (1) an intensive and extensive study of other centers and their programs was undertaken prior to the establishment of the Chicago Center in an effort to develop a program as broad and soundly based as possible for a university of national stature; (2) a comparative study of the programs in ten university centers over a six month period showed that Chicago had a broader range and variety of programs than any of the other centers on such factors as subject matter content of programs, purposes of programs, geographical distribution of clientele, academic level of program content, variety of instructional methods used, and source of instructional faculty (9); (3) the data were readily available; and (4) the investigator was personally familiar with many of the programs.

Refinement Process.--The typology will be refined further by classification of the remaining 265 Chicago Center residential programs. Each program will be classified according to the three program elements and then the elements will be combined to form the program types. The program types will be ordered according to an organizing principle of complexity, and this

will constitute the typology of residential adult education programs. The purpose of this step, in addition to establishing the typology, is to clarify or change the typology and its parts as necessary to accommodate as broad a variety of programs as possible before they are subjected to scrutiny and use by practitioners in a field test.

B. Testing the Typology.--The validation of the typology will be carried out in a field test by determining the extent to which it meets five criteria.

The Field Test.--The steps for testing the typology are as follows:

(1) The program directors in each of six selected university residential centers will be requested to develop a list of all activities taking place in the centers during each month being studied. The definition of educativeness will be applied to each activity to determine if it is an educational program and therefore to be classified, or non-educational and therefore not to be classified.

Approximately twenty program coordinators in the selected centers will be asked to classify a total of approximately 375 programs they have conducted during six of the immediately previous twelve months. The program director at each center will classify approximately twenty percent of the same programs which have been classified by the coordinators in their centers. Both coordinators and directors will use printed program schedules, other written records, and their experience with the programs to classify each program according to the program elements, thereby providing data for the investigator to summarize each program and assign it to its proper class in the typology. Classifiers at each center will be taught by the investigator how to use the typology by participating in a group meeting.

The six (United States) centers will include:

(a) approximately three centers with broadly-based programs similar to that of the Chicago Center;

(b) approximately three centers with programs which are unique in some way (e.g., unusual clientele, unusual organization, special purpose or commitment, or other special situations).

Data on which to base the selection of specific centers will be secured from the "Program Research Report"(9), the Directory of Residential Continuing Education Centers (18), and other publications which describe various university centers.

(2) Following the classifying process, the investigator will conduct an interview with each program director, and one coordinator (selected at random) from each center, a total of about twelve persons. Each person will be asked to answer questions relating to the criteria for testing the typology.

(3) Interviews will be conducted with approximately four professors of adult education. The professors will be selected because they have published either theoretical or practical works about the classification of adult education programs or have verbally expressed interest in the problem. They also will be asked questions relating to the criteria for testing the typology.

(4) Approximately three weeks after each program director classifies programs (step 1 above), he will be asked to re-classify the same programs. This will be a check on reliability.

If the five criteria are judged to be met before all respondents have classified programs, the testing process will be terminated. (It will not be terminated, however, before the programs of at least four centers have been classified.) If though, the criteria are judged not to be met when programs in the six centers have been classified, then the process will continue (until the criteria are met) through selection of additional centers and respondents.

The Criteria for Validation.--The typology will be completed and accepted as a valid scheme for the classification of university residential adult education programs, when the following criteria are satisfied at the levels indicated:

Communicability is the extent to which a group of competent workers can agree on the approximate placement of the programs. Two tests must be met to satisfy this criterion. A test of reliability will be satisifed if residential program directors (who will classify the same programs twice) place the majority of the programs in the same categories both times. A test of objectivity will be satisfied if residential program coordinators and program directors (who will classify independently the same programs) are able to agree on the placement majority of the programs. For both of these tests the respondents will use the program elements for classifying programs.

Comprehensiveness is the extent to which all residential programs can be classified within the typology. This criterion will be satisfied if residential program directors and coordinators can classify the majority of all their own programs using the program elements. The directors and coordinators to be interviewed alsowill be asked if they can identify another activity (perhaps in a time period not included in the study) which does not fit in the typology. The tests of objectivity and reliability described under communicability also will establish further how well this criterion is met.

Usefulness is the extent to which the typology stimulates thought about educational problems. This criterion will be tested in four ways.

Following the classification of programs, the investigator will conduct closely structured interviews with program directors and selected coordinators. Each director will be given a list of all programs classified in his center. He will be asked to identify the ten most effective and the ten least effective programs in terms of the degree to which the participants were educated. In addition, the director will be asked to provide participant reactions from post-program evaluations if such evaluations were conducted. After the interview, the investigator will compare these data with the results of the earlier classifying process to determine if the typology suggests criteria by which it is possible to distinguish among effective and ineffective programs.

In the interviews the directors and coordinators will be asked questions designed to determine the extent to which the program elements increased their understanding of residential programs. Questions, designed to measure the usefulness of the typology, and not the respondent's agreement with the typology, will center upon the general question of how useful is the typology, and in what ways is it useful?

Closely structured interviews will also be conducted with approximately four professors of adult education who will have an opportunity to study the typology but will not classify programs. Questions will be asked relating to the usefulness of the typology as well as its power in suggesting new relationships, questions, or hypotheses for research.

The investigator also will survey appropriate literature and analyze the typology to discover answers to the questions relating to the usefulness and power of the typol

Acceptance is the extent to which the scheme is accepted and used by workers in the field. It can only be appraised fully after the typology has been presented to the field and enough time has elapsed for it to prove useful or not. All respondents interviewed, however, will be asked to give an opinion on (1) the extent to which they think the typology will be accepted and used by others; (2) whether or not they think they would use it themselves; and (3) an example of how they would use it. It is possible that some acceptance for the scheme may be gained through the testing process.

Consistency is the extent to which the typology is in accordance with the theoretical views in research findings on residential programs. It will be tested by demonstrating that the typology is, or is not, consistent with the majority of relevant research literature. First, each of the persons interviewed will be asked to identify research findings which either support or contradict the typology. Second, the investigator will also identify appropriate literature. The views and findings of all the relevant literature identified will be summarized and the extent to which they are consistent with the program elements, program types, and the organizing principles will be determined.

The last criterion, consistency, does not need to be accepted in order to establish that the typology is a classification scheme; the four preceding ones are sufficient to establish that. Consistency must be accepted, however, in order to have a taxonomic scheme.

X. Significance of the Study:

> From the scientific viewpoint classification is only a preliminary; we may possess so little knowledge that we can only classify, but science cannot long rest content with this. It seeks to know the conditions under which phenomena appear together, and regards this inquiry as supremely important in itself, not as deriving its importance from the assistance it gives in referring things to classes.(8:93)

The chief significance of this study is that, for the first time, residential adult education programs will be described, defined, and related systematically to each other in ways which will permit rigorous empirical investigations to further our understanding of such programs. This study will suggest a number of hypotheses and questions for such research. For example:

--if the element "interaction" is viewed as a demand on the participants to communicate in certain ways, then one might ask, what "objectives" are consistent with what demands on the participants? What happens if an inappropriate "demand" is made on the participant? Where and when do stresses occur? What kinds of stresses occur? How do the stresses affect learning?

--logical analysis of two elements, interaction and objectives, suggests that they ought to occur together in certain combinations, but not in other combinations. Are higher level objectives incompatible with lower level interaction processes? Is the reverse also true?

--are there particular combinations of objectives, interaction processes and timing which lead to highly effective programs? What is the consequence of ignoring or transposing such combinations?

The typology will be useful in relating the theories and concerns of the larger educational enterprise to residential adult education. The "interaction" element suggests clear relationships to the "errorless (didactic)--dialectical" teaching dimension of Ginther's model for analyzing instruction. The philosophy of Dewey and the curriculum development

rationale of Tyler have been related to the scheme, and the use of the taxonomies of educational objectives for classifying the objectives of residential programs clearly relates the concerns of curriculum theorists to residential adult education.

The typology may be useful in a number of practical ways also. For example:

--the program planner could apply the elements, as a three dimensional framework, to programs being planned as a guide to developing the internal structure of programs;

--it could be used as a source of new ideas for programs;

--it might suggest new ways of combining program elements to develop new and unusual programs;

--it could be used to categorize existing research data and thereby identify gaps in our present knowledge;

--it could be used by the residential center administrator to classify the programs now being conducted and thereby identify both strengths and gaps in program emphasis;

--it may suggest criteria for distinguishing educative from non-educative activities, and effective from ineffective activities.

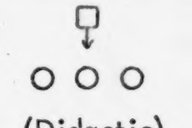
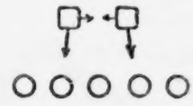
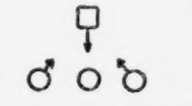
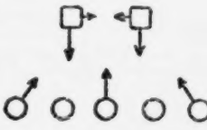
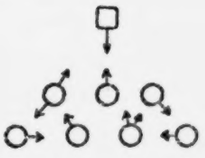
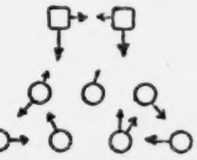
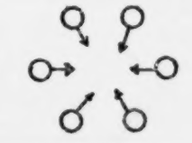
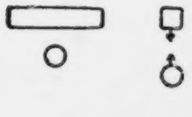
APPENDIX A

PROGRAM ELEMENT: OBJECTIVES (as stated by planners or teachers)

PROGRAM OBJECTIVES	INDIVIDUAL	GROUP
I. A. To recall, recognize, understand, comprehend, or interpret specific information or knowledge of one kind or another.	☐	☐
B. To be aware of, to tolerate, or to respond to a given stimulus, phenomenon, or state of affairs; to acquire an interest in something.	☐	☐
II. A. To apply or use information or knowledge in particular and concrete situations (e.g., to solve a problem; to explain a phenomenon).	☐	☐
B. To accept a value, phenomenon, or behavior to the extent that one prefers it or becomes committed to it; to have an "attitude" toward or belief about something.	☐	☐
III. A. To analyze or break down material into its constituent parts and principles; or to synthesize or combine elements and parts to form a whole or structure, such as in producing a book, a teaching unit, or a plan; or to evaluate, or make judgments about, the value, for given purposes, of some idea, object, solution, etc. . .	☐	☐
B. To become characterized by a consistent and related set of values or attitudes in such a way that one may be said to have a consistent "philosophy of life".	☐	☐

APPENDIX B

PROGRAM ELEMENT: INTERACTION (as intended by planners and teachers)

	Interaction (Flow of Communication)	Patterns
1.	The flow of communication is from teacher(s) (who do not interact with each other) to students, as in a lecture situation. Teacher has responsibility for directing the activity and students listen passively. No participation is necessary by students, nor is any provision made for their participation.	 (Didactic)
2.	The flow of communication is from teachers to students, and among teachers. It is more complicated than in #1 because the student must attend to discussion or interaction among the teachers (who try to clarify, explain, or dispute each others' statements). Teachers have responsibility for directing the activity and students listen passively as in #1.	
3.	The flow of communication is from teacher(s) (who do not interact with each other) to students. Teachers retain responsibility for directing the activity, and for the most part students listen passively, but there is opportunity for some students to participate by volunteering comments or questions.	
4.	The flow of communication is from teachers to students, and among teachers (as in #2). Teachers retain responsibility for directing the activity, and for the most part students listen passively, but there is opportunity for some students to participate by volunteering comments or questions.	
5.	The flow of communication is distributed more fully among all involved. There is interaction among students (as in "buzz" groups) and between teacher(s) and students. Teacher still retains major responsibility for directing the activity, but since it is necessary for nearly all students to participate actively in the experience, they also share some of this responsibility.	
6.	The flow of communication is distributed even more fully among all involved. There is interaction among teachers (as in #'s 2 and 4), but also among students (as in "buzz" groups), and between teachers and students. Teachers still retain major responsibility for directing the activity, but since it is necessary for nearly all students to participate actively in the experience, they also share some of this responsibility.	
7.	The flow of communication is among all participants--teachers and students alike--in a face-to-face group. Although there may be a person designated teacher or leader, responsibility for direction of the activity rests fully on the group and its individual members. Each student has opportunity for extensive and sustained participation.	
8.	Communication is between student and a teacher (e.g., a tutorial conference) or between the student and his materials when he works independently under guidance on an individual project. The student has opportunity for full participation and he may discuss, read, write, or solve paper-and-pencil problems, but the responsibility for carrying out the activity rests fully with him.	 (Dialectical)

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THE CLASSIFICATION OF RESIDENTIAL ADULT EDUCATION PROGRAMS

This form is designed to collect information for testing a scheme to classify educational programs conducted in university residential adult education centers.

Residential programs have been defined in many ways, but for the purposes of filling out this form, a residential program is defined as an organized educative activity engaged in by a group of adults, involving temporary residence at the study site as a planned part of the activity. Such an educative activity consists of a series of learning situations designed to achieve specific learning objectives for an individual or a group.

INSTRUCTIONS

Please complete one of these forms for each program you have been connected with during the months being studied. In order to complete the form you will need the printed program time schedule and other written records about the program.

To facilitate the recording of information about each program, this form is divided into three sections: (*a*) general information about the program; (*b*) the objectives of the program; and (*c*) the length of time devoted to each of several kinds of interaction patterns commonly found in programs. Each section is preceded by a set of specific directions.

Please fill in each blank. Do not skip any statements. Please record all information as frankly and accurately as possible.

SECTION A: GENERAL PROGRAM INFORMATION

DIRECTIONS: Please fill in the blank spaces following each statement.

1. Your Name.....

2. Your Position Title.....

3. Today's Date.....

4. Name of University.....

5. Exact Title of Program Being Classified.....

.....

.....

6. Dates of Program (from beginning of first session to end of last session; do *not* include time set aside for on-site registration purposes):

FROM.....A.M. P.M.....TO.....A.M. P.M.....
(hour) (date) (hour) (date)

Total Length of Program in Days (from beginning of first session to end of last session):.....Days.

Identification Number.....

7. Total *number* of people who registered for and attended the program (include teachers and leaders, students and participants, and observers) ....._____

8. Approximately what percentage of the total number of people attending the program do you consider were in residence during the program? ....._____%

9. Program Objectives. On the lines below please list objectives for the program as they were stated in the printed program schedule or other program literature.

   If there were more than two objectives, select and write in the *two* which you think were intended to receive the most emphasis in the program.

   If there were no written objectives, you may be able to infer one or two from information in correspondence or other written program records. If you have to infer objectives please mark an "X" in this box: ☐

   If you cannot find or infer the objectives, write "NONE" on Line A below.

   Please list the objectives in the following order:

   (a) On Line A write the objective which, in your opinion, was *intended* to receive the *most emphasis* in the program.

   (b) On Line B write the objective which, in your opinion, was *intended* to be *second in emphasis* in the program.

(A)–(Most Emphasis).....

.....

.....

.....

(B)–(Second in Emphasis).....

.....

.....

.....

SECTION B: OBJECTIVES AS STATED BY PLANNERS AND TEACHERS

Listed below are six objectives which planners or teachers of a residential program might state. They are probably not exactly like those which you wrote on page 2. The objectives below have been stated in such a way as to encompass a variety of objectives in a variety of residential programs.

DIRECTIONS

(1) Read "objective A" which you wrote on page 2.

(2) Read the list of six objectives below.

(3) Decide which *one* of the six objectives below best describes or most closely matches "objective A" which you wrote on page 2.

(4) Circle the letter "A" in the box to the right opposite the objective which you selected below.

(5) A program may have either INDIVIDUAL or GROUP objectives. INDIVIDUAL objectives are intended to bring about changes in individuals attending a program. GROUP objectives are concerned with accomplishment, during a program, of a task or an action by the group as a whole.

Now DECIDE whether "objective A," which you wrote on page 2, was primarily an INDIVIDUAL objective or a GROUP objective.

(6) Circle "I" (Individual) *OR* "G" (Group) beside the letter "A" which you circled in step 4.

(7) Repeat steps (1) through (6) above for "objective B" on page 2.

(8) If you cannot classify an objective in one of the six categories below, please put it in the "other" category at the bottom of this page.

PROGRAM OBJECTIVES

1. To remember, understand, comprehend, *or* interpret specific information or knowledge of some kind.....

A	I or G
B	I or G

2. To be aware of, or to respond to a given stimulus, phenomenon, or state of affairs; to acquire an interest in something.....

A	I or G
B	I or G

3. To apply information or knowledge in particular and concrete situations (e.g., to solve a problem; to explain a phenomenon).....

A	I or G
B	I or G

4. To accept a value, phenomenon, or behavior to the extent that one prefers it or becomes committed to it; to acquire an "attitude" toward something.....

A	I or G
B	I or G

5. To *analyze* (i.e., break-down) a communication into its constituent parts and principles; ***or***
   to *synthesize* or combine elements and parts to form a whole, *such as* in producing a book, a teaching unit, or a plan; ***or***
   to *evaluate* (i.e., make judgments about) the value, for given purposes, of some idea, object, solution, etc.

A	I or G
B	I or G

6. To become characterized by a consistent and related set of values or attitudes in such a way that one may be said to have a consistent "philosophy of life".....

A	I or G
B	I or G

Other (unable to categorize above). Please explain why you cannot classify the objective:

A	I or G
B	I or G

SECTION C: INTERACTION AS INTENDED BY PLANNERS AND TEACHERS

Listed below are 8 statements which describe patterns of interaction sometimes found in residential programs. These statements are intended to describe the flow of communication in program sessions. A graphic representation, beside each interaction statement, is a short-hand aid to help you understand and remember the statement.

A "session" is a learning situation which has a definite beginning time and a definite ending time. It may range in length from only 15 minutes to 3 or 4 hours. Rest periods, coffee breaks, meals, or breaks for moving to other rooms determine the end of one session and the beginning of another session. Such breaks are not considered sessions themselves, and should not be described.

The time devoted to after-dinner speakers or similar learning situations should be described. Do not attempt to describe the meal itself though. Do not describe any on-site registration periods or "entertainment" events.

DIRECTIONS

On these pages you are asked to categorize each session of a program. On page 4 (below) are interaction statements, and on pages 5 through 8 are columns for recording the length of each session. You should not record any information for days on which there were no sessions (i.e., holidays or weekends).

(1) Read each of the 8 interaction statements below.

(2) Then look at your program schedule and decide which is the first session of the program you are classifying.

DIRECTIONS ARE CONTINUED AT TOP OF NEXT PAGE—→

Interaction: The Flow of Communication

1. The flow of communication is from teacher(s) to students, as in a lecture situation. Teachers following each other consecutively within a session do not interact with each other. Teacher has responsibility for directing the activity and students listen passively. No overt participation is necessary by students, nor is any provision made for their participation.

2. The flow of communication is from teachers to students and among teachers. It is more complicated than in #1 because the student must attend to discussion or interaction among the teachers (who try to clarify, explain, or dispute one another's statements). Teachers have responsibility for directing the activity and students listen passively as in #1.

3. The flow of communication is from teacher(s) to students. Teachers following each other consecutively within a session do not interact with each other. Teacher retains responsibility for directing the activity, and for the most part students listen passively, but there is opportunity for some students to participate by volunteering comments or questions.

4. The flow of communication is from teachers to students (as in #3), but also among teachers (as in #2). Teachers retain responsibility for directing the activity, and for the most part students listen passively, but there is opportunity for some students to participate by volunteering comments or questions.

5. The flow of communication is distributed more fully among all involved. There is interaction between teacher(s) and students, and among students (as in "buzz" groups), but not among teachers following each other consecutively within a session. Teacher still retains major responsibility for directing the activity, but since it is necessary for nearly all students to participate actively in the experience, they also share some of this responsibility.

6. The flow of communication is distributed more fully among all involved. There is interaction between teachers and students and among students (as in #5), but also among teachers (as in #s 2 and 4). Teachers still retain major responsibility for directing the activity, but since it is necessary for nearly all students to participate actively in the experience, they also share some of this responsibility.

7. The flow of communication is among all participants—teachers and students alike—in a face-to-face group. Although there may be a person designated teacher or leader, responsibility for direction of the activity rests fully on the group and its individual members. Each student has opportunity for extensive and sustained participation.

8. Communication is between student and a teacher (e.g., a tutorial conference) or between the student and his materials when he works independently under guidance on an individual project. The student has opportunity for full participation and he may discuss, read, write, or solve paper-and-pencil problems. The responsibility for carrying out the activity rests fully with him.

DIRECTIONS CONTINUED FROM PREVIOUS PAGE

(3) Starting with the *first* session of your program, select the *one* interaction statement on page 4 which best describes what was supposed to take place during that first session.

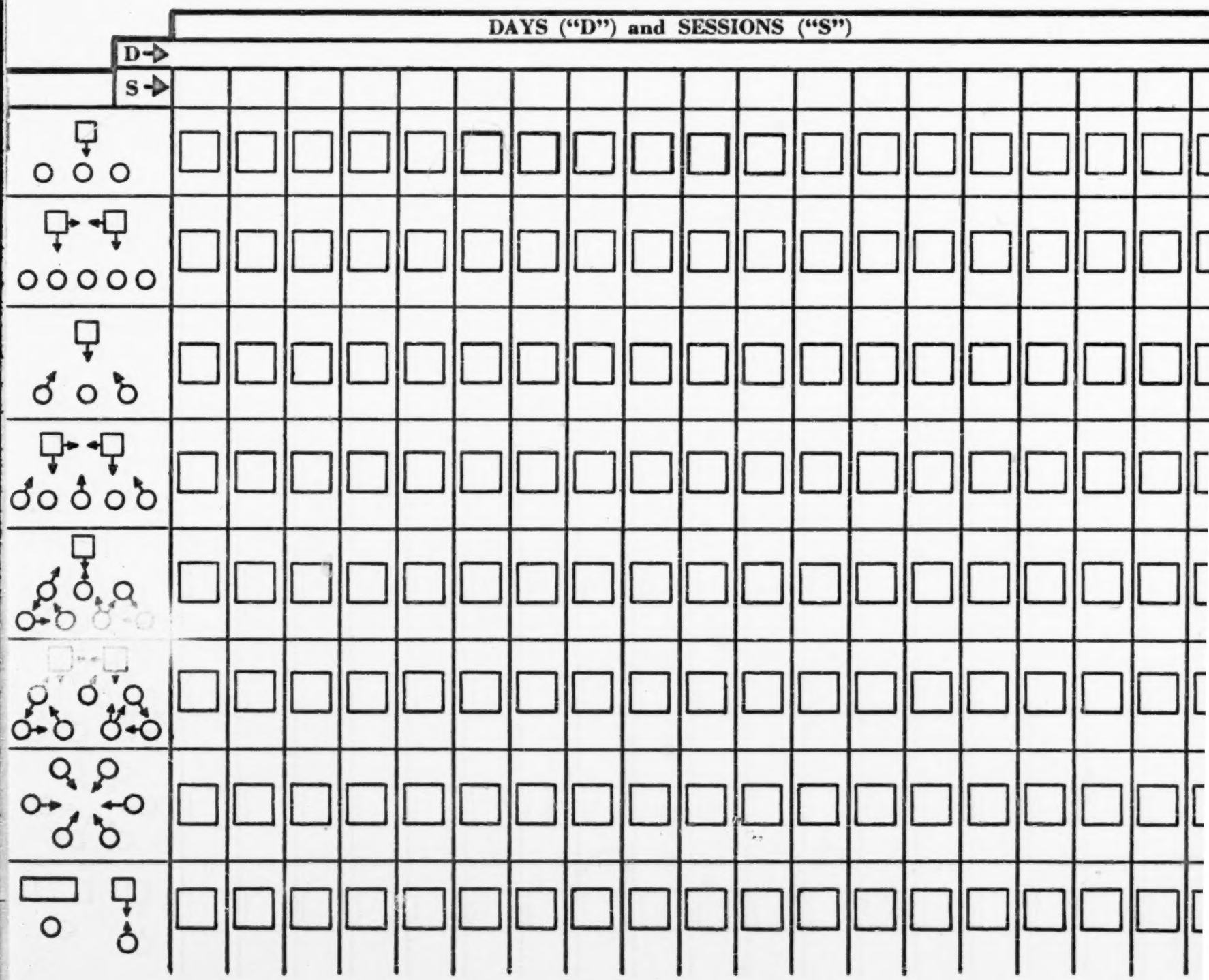
(4) Opposite the interaction statement you selected in step 3 please write the length of the first session in *hours* (e.g., 2.25) in the first box. Label the column "1" (in row "S") to indicate that it is the first session.

(5) If one session is broken up into several simultaneous meetings, use a separate column to record information about each meeting. Number each session column as follows: 1A, 1B, 1C, etc., until all simultaneous meetings during the session are described.

If all the simultaneous meetings are exactly *alike*, use only one column. Label the column 1A-D, for example, to indicate that four meetings with similar interaction patterns occurred at the same time.

(6) Repeat steps (1) through (5) above for each session until all sessions have been described. Number sessions consecutively from beginning of program to end of program.

After you have filled in one box for every session, please indicate which sessions took place on each day of the program. Do this by drawing a vertical line in the blank row labelled "D" after the last session for *each* day.



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SECTION C: INTERACTION AS INTENDED BY PLANNERS AND TEACHERS (*Continued*)

Below are graphic representations of 8 statements which describe patterns of interaction sometimes found in residential programs. The statements are intended to describe the flow of communication in program sessions.

A "session" is a learning situation which has a definite beginning time and a definite ending time. It may range in length from only 15 minutes to 3 or 4 hours. Rest periods, coffee breaks, meals, or breaks for moving to other rooms determine the end of one session and the beginning of another session. Such breaks are not considered sessions themselves, and should not be described.

The time devoted to after-dinner speakers or similar learning situations should be described. Do not attempt to describe the meal itself though. Do not describe any on-site registration periods or "entertainment" events.

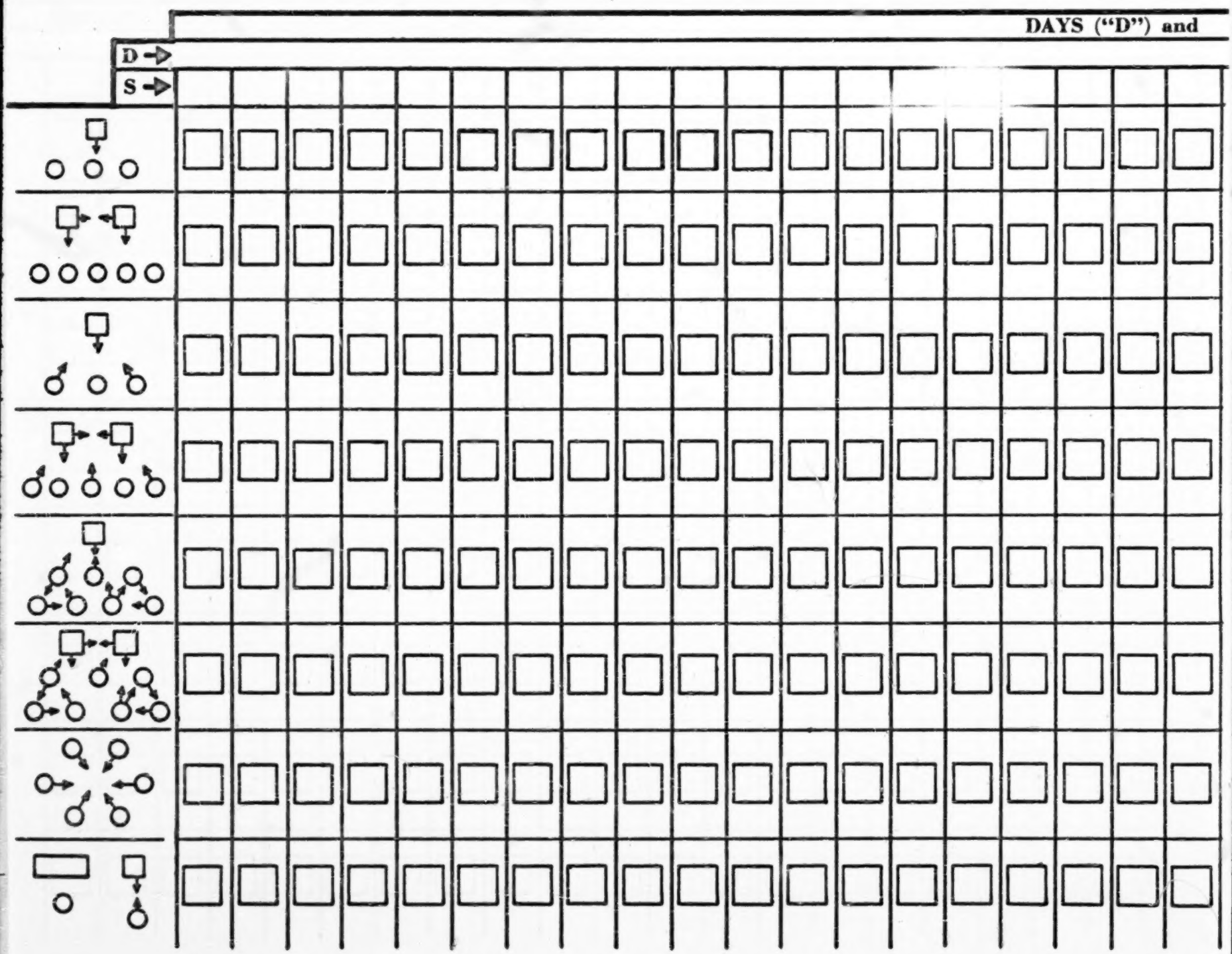
DIRECTIONS

On these pages you are asked to categorize each session of a program. On page 4 are interaction statements, and on pages 5 through 8 are columns for recording the length of each session. You should not record any information for days on which there were no sessions (i.e., holidays or weekends).

(1) Read each of the 8 interaction statements on page 4.

(2) Then look at your program schedule and decide which is the first session of the program you are classifying.

DIRECTIONS ARE CONTINUED AT TOP OF NEXT PAGE—→



DIRECTIONS CONTINUED FROM PREVIOUS PAGE:

(3) Starting with the *first* session of your program, select the *one* interaction statement on page 4 which best describes what was supposed to take place during that first session.

(4) Opposite the interaction statement you selected in step 3 please write the length of the first session in *hours* (e.g., 2.25) in the first box. Label the column "1" (in row "S") to indicate that it is the first session.

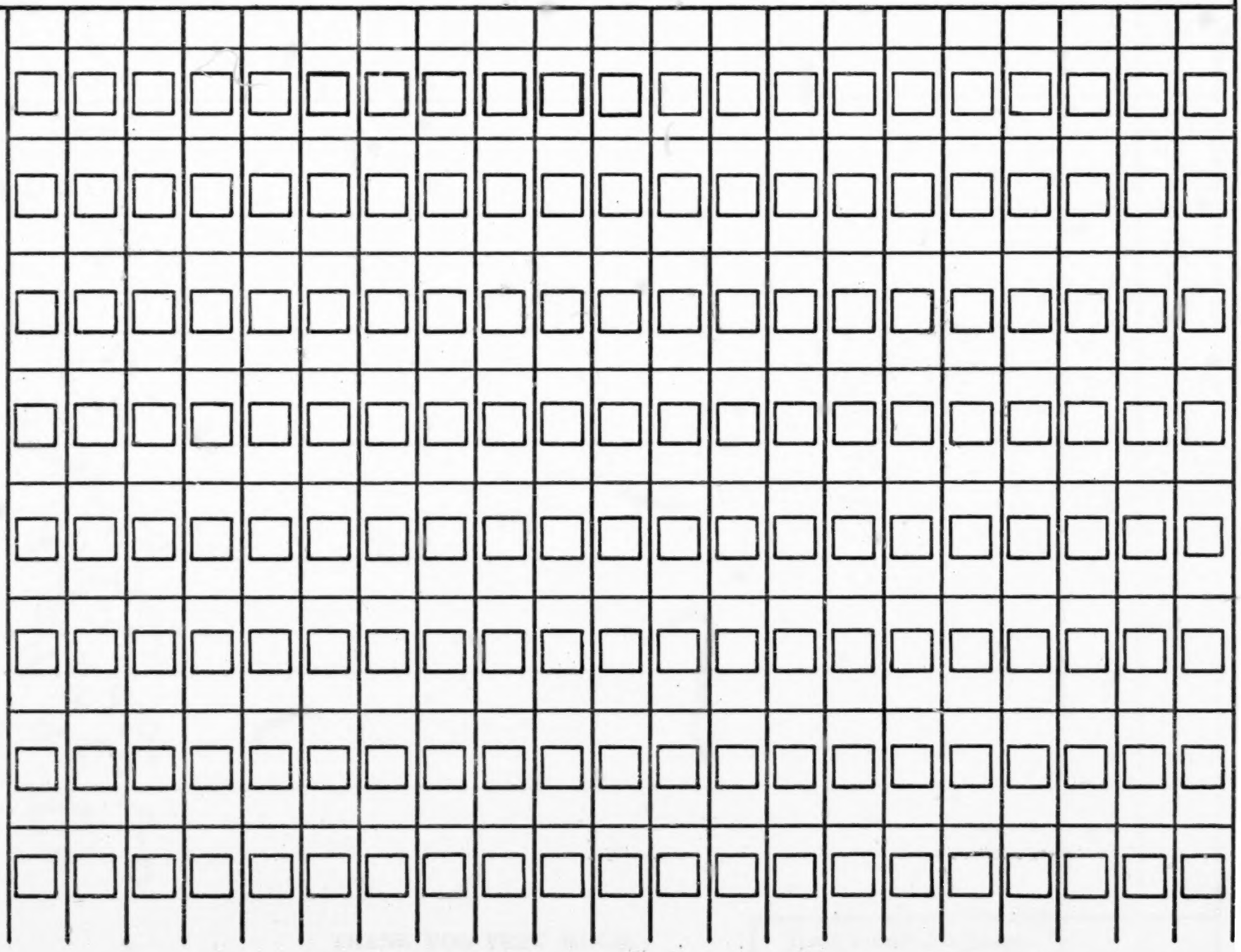
(5) If one session is broken-up into several simultaneous meetings, use a separate column to record information about each meeting. Number each session column as follows: 1A, 1B, 1C, etc., until all simultaneous meetings during the session are described.

If all the simultaneous meetings are exactly *alike*, use only one column. Label the column 1A-D, for example, to indicate that four meetings with similar interaction patterns occurred at the same time.

(6) Repeat steps (1) through (5) above for each session until all sessions have been described. Number sessions consecutively from beginning of program to end of program.

After you have filled in one box for every session, please indicate which sessions took place on each day of the program. Do this by drawing a vertical line in the blank row labelled "D" after the last session for *each* day.

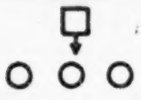
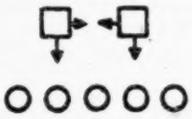
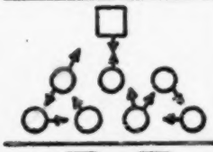
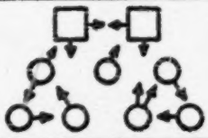
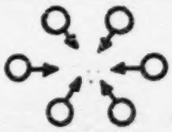
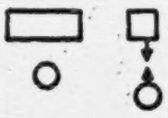
SESSIONS ("S")



Continued on next page—→

SECTION C: INTERACTION AS INTENDED BY PLANNERS AND TEACHERS (*Continued*)

This is a continuation page for this section.
See pages 4–5 or 6–7 for definitions and directions.

	DAYS ("D") and SESSIONS ("S")	DO NOT write in this space	
D →			
S →		Total	%
			
			
			
			
			
			

THANK YOU VERY MUCH.

Total Scheduled Hours:		